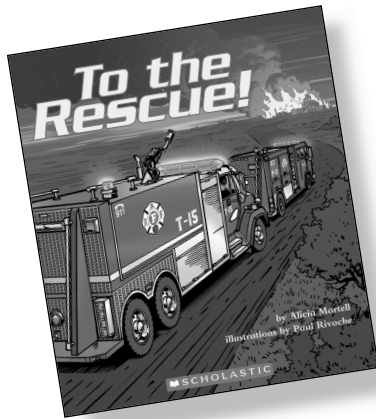


To the Rescue!



Written by Alicia Martell

Illustrated by Paul Rivoche

Text Type: Info-fiction: Description — Account

Guided Reading Level: E

Summary: Find out about different fire trucks and how they help in responding to emergencies. Learn some interesting facts about Canadian firefighters and fire rescue in Canada.

Word Count: 79

(118 including text on page 16)

High-frequency Words: *and, are, big, can, day, for, have, here, I, is, it, more, people, see, the, there, they, to, who, you*

Text Features

- ▶ fact sheet

Visual Literacy

- ▶ labelled photographs

Text Supports

- ▶ consistent layout of text and illustrations
- ▶ realistic illustrations
- ▶ repetitive sentence patterns

Possible Text Challenges

- ▶ exclamation mark and question mark
- ▶ plural words: *lights, trucks, ladders, tools, buildings, hoses*

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ synthesizing

Working with Words

- ▶ recognizing plurals
- ▶ checking other sources (e.g., Word Wall) to help in word recognition

Assessment Opportunities

Note each student's ability to:

- ▶ analyze: find facts
- ▶ synthesize: integrate new information with prior knowledge to create new understanding
- ▶ demonstrate awareness of plurals
- ▶ use other sources (e.g., Word Wall) to help with word recognition



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show students the cover of the book and discuss the illustration. Ask, *What types of trucks are on the cover? Where is the fire? What are the fire trucks going to do?* Ask students if they've ever seen a fire truck and have them briefly share their experience. Tell students that they are going to be reading a book about fire trucks.

Print concepts

Overcoming Text Challenges

Direct students' attention to the title. Ask, *What punctuation mark do you see at the end of the title?* Explain that an exclamation mark tells the reader to read with expression. Invite students to read the title together with expression in their voices.

Turn to the back cover of the book. Read the question on the back, pointing out the question mark. Explain to students that this type of punctuation mark tells readers to stop and think about an answer. Explain that sometimes the answer will follow the question and sometimes the question is there just to make the reader think. Demonstrate by reading the answer to the question.

Word solving and building

On chart paper write the following words: *light, truck, hose, ladder, building*. Point out that these words mean only one but to make them mean more than one you add an "s." In a different-coloured marker add an "s" to these words to show students what the plural form of each word would look like. Inform students that they will come across these words in their reading. Ask them to suggest other words that could be made plural by adding an "s."

Predicting

Hand out copies of the book. Have students turn to pages 14–15. Explain that the photographs show the four different types of fire trucks found in the story and then read aloud the name for each one. Have students share their observations about each fire truck. Record the names of the fire trucks and students' observations on chart paper. Then have students make predictions about how each fire truck might help during a rescue.

Analyzing

Setting a Purpose

Tell students that as they read this book they are to think about how each fire truck helps during a rescue.

Teaching Tip:

Remind students to check the Word Wall to help them recognize any words in the book they may find challenging.



DURING READING

Observe and listen to students as they read the text independently, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts to help students problem solve as they read. For example, *Where else have you seen this word before? Does that sound right? Is that how you say it?* Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread the book independently or with a partner.



AFTER READING

Analyzing

When all students have completed their reading, conduct a group discussion. Ask, *What does each fire truck do during a fire?* Review the information about fire trucks on the chart, add new information, and remove incorrect information.

Analyzing

Direct students' attention to the labelled photographs on pages 14–15 and the fact sheet on page 16. Explain that authors sometimes use these to give readers more information about a topic. Ask, *What new information did you find out about fire trucks from these pages?* Record students' ideas on the chart.

Synthesizing

Ask, *What's the most important thing you learned about how fire trucks help to put out a fire?*

Word solving and building

Ask students to identify any words they found difficult in their reading and have them demonstrate the strategies they used to work these out. Model positive reading strategies you observed during the lesson. For example, *I noticed Sarin stopped when she came to the word you and looked under the "Y" on the Word Wall to check that the word in the book was the same as the one on the wall.*

Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet your students' needs.

Fire Trucks to the Rescue

Synthesizing

Have students match the picture of each fire truck on the BLM with its name and then have them print a sentence describing each fire truck's job.

ESL Note: ESL students learning colour words can complete the BLM another way. They can colour the trucks and write pattern sentences beside each one (e.g., This fire truck is purple. This fire truck is red., etc).

Making connections: text to self

I Saw a Fire Truck

Have students use words and pictures to tell about a time when they saw a fire truck. Brainstorm possible events with students (e.g., during a parade or during safety week). Provide the sentence starter: I saw a fire truck _____ .

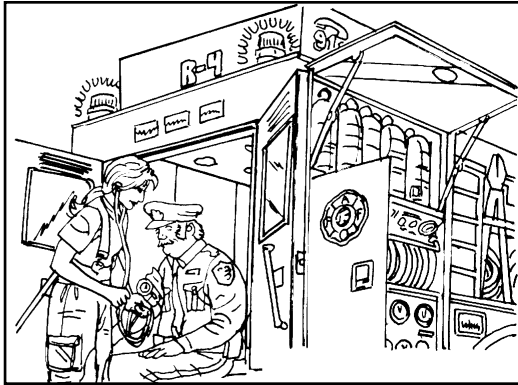
Word solving and building

Plural Words

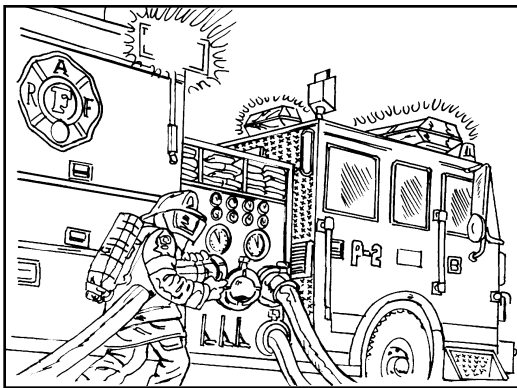
Distribute a sheet of paper to students and have them divide it into eight equal sections. Have students write the singular form of a word in one box and draw a corresponding picture in the box next to it. In another box have them write the plural form of the same word and draw a corresponding picture. Have them repeat this process for another word. Once students have completed their sheet, have them cut it into eight pieces. In pairs, have students place all their word and picture cards face down and play "Memory."

Fire Trucks to the Rescue

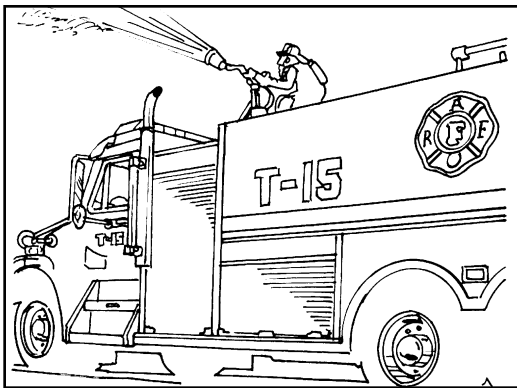
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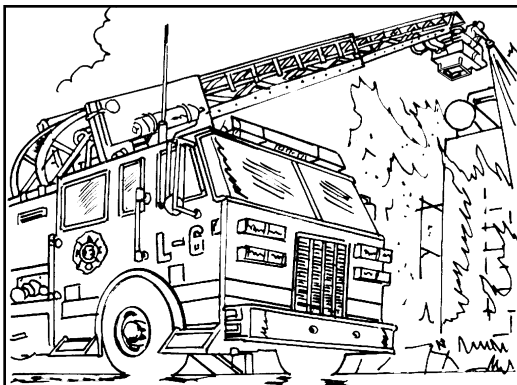
Pumper Trucks



Ladder Trucks



Rescue Trucks



Tanker Trucks
